7.L.1.1. Students are able to **identify** basic cell organelles and their functions.

Webb Level: 1
Bloom: Knowledge

Verbs Defined:
Identify - select from given information

Key Terms Defined:
Cell organelles – vacuoles, nucleus, cell membrane, cell wall and cytoplasm
Functions – jobs or purposes

Teacher Speak:
Students will be able to identify (select from given information) basic cell organelles (vacuoles, nucleus, cell membrane, cell wall and cytoplasm) and their functions (jobs or purposes).

Student Speak:
I can select from given information (identify) vacuoles, nucleus, cell membrane, cell wall and cytoplasm (cell organelles).

I can select from given information the job or purpose (functions) of the vacuoles, nucleus, cell membrane, cell wall and cytoplasm (cell organelles).

Note: the cell membrane, cell wall and cytoplasm are not technically organelles.

7.L.1.2. Students are able to **identify** and **explain** the function of the human systems and the organs within each system.

Webb Level: 2
Bloom: Comprehension

Verbs Defined:
Identify- select from given information
Explain- give reasons why

Key Terms Defined:
Function- job or purpose
Human systems- skeletal, muscular, digestive, respiratory, circulatory, and reproductive

Teacher Speak:
Students will be able to identify (select from given information) and explain (give reasons for) the function of the human systems (skeletal, muscular, digestive, respiratory, circulatory, and reproductive) and the organs (group of tissues with same function) within each system.

Student Speak:
I can select from given information (identify) and give reasons for (explain) the job or purpose (function) of the skeletal, muscular, digestive, respiratory, circulatory, and reproductive systems (human systems).

I can select from given information (identify) and give reasons for (explain) the job or purpose (function) of the organs.

7.L.1.3. Students are able to **classify** organisms by using the currently recognized kingdoms.

Webb Level: 2
Bloom: Application

Verbs Defined:
Classify – group

Key Terms Defined:
Organism – living thing
Kingdom – the broadest or most generalized division of biological classifications

Teacher Speak:
Student will be able to classify (group) organisms (living things) into kingdoms (the broadest or most generalized division of biological classifications).

Student Speak:
I can group (classify) living things (organisms) into the broadest or most generalized division of biological classifications (kingdoms).

7.L.1.4. Students are able to **describe** and **identify** the structure of vascular and non-vascular plants.

Webb Level: 2
Bloom: Comprehension

Verbs Defined:
Describe – tell in words or numbers
Identify – select from given information

Key Terms Defined:
Vascular plants – plants having xylem and phloem
Non-vascular plants – plants lacking xylem and phloem

Teacher Speak:
Students will be able to describe (tell in words or numbers) and identify (select from given information, categorize or list) the structure of vascular plants (plants having xylem and phloem) and non-vascular plants (plants lacking xylem and phloem).

Student Speak:
I can tell in words or numbers (describe) the structure of plants having xylem and phloem (vascular plants) and plants lacking xylem and phloem (non-vascular plants).

I can select from given information (identify) the structure of plants having xylem and phloem (vascular plants) and plants lacking xylem and phloem (non-vascular plants).

7.L.2.1. Students are able to **distinguish** between processes involved in sexual and asexual reproduction.

Webb Level: 2
Bloom: Comprehension

Verbs Defined:
Distinguish - tell the difference

Key Terms Defined:
Processes - meiosis and mitosis stages
Sexual reproduction - new organism produced from two parents
Asexual reproduction - new organism produced from one parent

Teacher Speak:
The student will be able to distinguish (tell the difference) between processes (meiosis and mitosis stages) involved in sexual (new organism produced from two parents) and asexual reproduction (new organism produced from one parent).

Student Speak:
I can tell the difference between meiosis and mitosis stages (processes) involved in:
- a new organism produced from two parents (sexual reproduction).
- a new organism produced from one parent (asexual reproduction).

7.L.3.1. Students are able to **predict** the effects of biotic and abiotic factors on a species' survival.

Webb Level: 3
Bloom: Application

Verbs Defined:
Predict - to use information to make a best guess.

Key Terms Defined:
Biotic - living or was living
Abiotic - non-living or never living

Teacher Speak:
Students will be able to predict (use information to make a best guess) the effects of biotic (living or was living) and abiotic (non-living or never living) factors on a species' survival.

Student Speak:
I can use information to make a best guess (predict) about the effects of living or was living (biotic) and non-living or never living (abiotic) factors on the survival of the species.